

# Unit Planning Guide: Grade 8 Unit 7 weeks 31-35

Unit Title: "Lost in translation..."	Pacing (Duration of Unit): weeks 31-35
Grade: 8	Buffer Day(s): 3-5

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Communicate ideas effectively in writing to sit a particular audience and purpose

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

**Standards (Priority Standards in bold):**

**W.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**RL.8.7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the directors or actors.

### Supporting Standards

- RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RI.8.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
- RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- B. Form and use verbs in the active and passive voice

### WiDA Standards (ELL)

#### WiDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

**Meaning (\*Mostly assessed through Performance Tasks/Assessments)**

**Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Real researchers extract information by filtering our credible sources and make decisions about which information is relevant to their research topic
- Students need instruction in citations format and methods of proper citations
- Directors and actors make decisions that may depart from the original text of a play or adaptation of a novel.

**Essential Questions:** (Questions which frame ongoing and important inquires about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- What is research?
- How are researchers like archeologists?
- How come the book is never like the movie?

**Acquisition (\*Mostly assessed through traditional summative assessments)**

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know ...*

- Format for citations (bibliography/works cited)
- That plagiarism is copying
- Terms for drama/movie/play

**Strongly suggested anchor text: “A Midsummer Night’s Dream” by William Shakespeare**

**Skills:** The discrete skills and process students should be able to use independently (Bloom’s Level of Learning should be noted in parentheses.)

*Students will be skilled at:*

- *Conducting research, citing sources and avoiding plagiarism (Students will have access to 4-5 teacher selected sources)*
- *Identifying the decisions made by actors/directors in adapting a play or novel*